

# ***Critical Studies in Education (ED190) Spring 2014***

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*Education is the most powerful weapon which you can use to change the world.*

*Nelson Mandela*

The central problem of an education based upon experience is to select the kind of present experiences that will live fruitfully and creatively in subsequent experiences.

John Dewey, *Experience & Education*

Education either functions as an instrument used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

Paulo Freire, *Pedagogy of the Oppressed*

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## **Course Overview**

Critical Studies in Education is a core course for the undergraduate Education Minor. Students in the course examine how learning environments can both empower and disempower individuals by exploring the role of education in the social constructions of hierarchy, inequality, difference, identity, and power. The course explores education as contested territory by interrogating how political agendas and power struggles influence what and how people learn, and considers how education intersects with issues of class, race, ethnicity, culture, and gender. Through a process of problematizing current social, policy, and pedagogical issues, we will thoughtfully analyze the role of education in society utilizing personal experiences, theory from readings, and group projects. Students will also explore how the education system can be positively transformed and the role of education in efforts to promote social change. The course embodies a democratic and participatory educational philosophy and practice that encourages students to take responsibility for their own learning, engage as a citizen in a diverse society, and to foster this with their peers and beyond. Throughout the semester learning takes place in large and small group discussions, interactive activities, and writing assignments. The course aims to develop a learning community that strives for dialogue, understanding of multiple perspectives, and student-generated learning experiences that extend beyond the classroom. Students in this course must identify

and act upon educational issues through the implementation of cooperative community-based projects, a 45-hour out-of-class commitment equivalent to one unit of field studies (EDUC 97/197). While the implementation of the project is required, obtaining credit for this unit is optional and should be enrolled in separately.

## Learning Goals

- Develop an understanding of the theoretical underpinnings of critical thinking and how to take an active role in a democratic learning community as a reflective educator.
- Analyze the multiple purposes of education, how they can co-exist in a diverse society, and the importance of creating education policies, structures, and practices that can change and adapt along with the changes in our society/environment.
- Understand how schools and other educational spaces can promote civic engagement to work towards a more humane and equitable society as well as the ways to overcome challenges that can arise when striving to do so.
- Use education as a vehicle towards social change and help to develop alternative models, teaching practices, and/or community-based initiatives locally and globally.

## Course Requirements/Grading

Attendance, Participation/Engagement: 25%

Team teaching: 10%

COOP: 25% (15% Execution, write up and presentation. 10% Peer evaluation)

Reading and Writing Assignments: 20%

Final Paper: 20%

1. **Attendance, Participation and Engagement:** This course is based on individual as well as group commitment and engagement throughout the semester. The learning in the class will largely take place through dialogue about reading materials and class generated themes and experience. It is expected that each participant come **on time** and be fully prepared for every class meeting (including all mandatory out of class activities), **bring in your reflective memos on the week's readings**, listen respectfully to the thoughts of class members, and enrich the class by contributing ideas. This class is a dynamic and collective creation. Input in discussion and dialogue is critical to its success. Participation, attendance and creating a mutually respectful environment are shared and **mandatory** responsibilities. You are allowed 3 absences per semester. Absences followed by doctor's notes will not count toward those 3. In instances of emergencies, you are expected to email or talk to your course instructor prior to your absence when possible to get a pass. In all other cases, after the third absence, a point will be taken off your grade for each absence thereafter.

2. **Team teaching:** You will lead a learning session through team teaching/facilitation. The team should be the same as your COOP team. You will select your topic from the syllabus and will be able to contribute your own selections of readings to it.
2. **Community Cooperative Project:** Building on a fundamental principle of critical pedagogy that knowledge is developed through transformative action, you will join with several other students to design a project that addresses a specific “problem area” in education. Group size can vary, but we have found that groups with about 5 members are the most effective. Groups larger than this will need to be very organized to operate effectively. As a group you will carry out all aspects of the co-op: background research, plan, on site work, the prospectus, and final presentation. You will also be expected to evaluate your team members anonymously and those evaluations will be a part of your COOP grade. You are welcome to choose a site of your choice and/or choose one with which a collaborative relationship has already been established/discussed with GSE members. (Guidelines and information will be provided). *Each ED190 student is required to spend 45 hours throughout the semester at their site.* If you would like a unit’s credit for this work, you will need to enroll in our affiliated section of ED 97/197.
3. **Reading and Writing Assignments:** In order to make class discussions successful, everyone needs to both read the assigned material by the date that they are listed under and consider the issues carefully. There will also be different types of writing assignments throughout the semester that aim to facilitate critical reflection and analysis on different aspects of the course and offer an additional space for dialogue among students in ED190. In order to maximize learning, please bring assignments to class on the day/date due. For the mid term assignment, students will grade each other. This will provide an opportunity for students to hold themselves and their classmates accountable for meeting the learning objectives of the course.
4. **Final Paper:** A grading rubric for the final paper will be provided so you can use it as guidance for writing to the required standard. You will have the opportunity to review and contribute to this rubric.
5. **Portfolio:** The portfolio is designed to facilitate the process of reflecting on your own learning process, as well as to hold yourself and your colleagues accountable for all of your work in ED 190. Portfolios have been found to be an effective way to assess student growth and performance over time in elementary, secondary, and college classrooms. Each student’s portfolio should include (but is in no way limited to) the following artifacts from our class:
  - Personal Account
  - Attendance and participation
  - Reading Responses (with notes and comments from peers/teaching team)
  - Team Facilitating lesson plans and readings (or references)
  - Cooperative project prospectus, examples of work carried out, reflection on project
  - *Final Paper and Assignments*

## • Course Schedule

### ***Part I: Community: Education for Democracy or Democracy in Learning?***

This first part aims to build the foundation for a community of learners for the course. Through theory and reflection, we will examine our own learning trajectory and how our identities have been shaped by our experiences in formal schooling and other settings. Several overarching questions for this first section include: 1) *What do we mean by “community,” and how can that be established in a formal education setting, including in this course?*, 2) *What are some of the most influential theories on how people learn, and how do they connect with your own learning process?* and 3) *What do we mean by “critical thinking,” and how is this differentiated from other ways of thinking?*

#### **First Day of Class: Wed, Jan 22, 2014**

Introductions and Course Overview

In class video: “Changing Education paradigms”:  
<http://www.youtube.com/watch?v=zDZFcDGpL4U>

#### **Week 1: How Experiences Shape Understanding of Community and Learning?**

##### **Day 1 (Jan 27)**

Dewey, John (1938). *Experience and Education*. NY: Touchstone. Preface, Foreward, and Ch.1. pp. 1-8. *John Dewey, a philosopher, psychologist, and educator, one of the most influential voices in education reform since the publication of Democracy and Education (1916) in which he discusses his notion of “progressive education.” Here, he asks how can children obtain past knowledge that is relevant and meaningful while learning through their present existence.*

Tan, A. (1991). "Mother Tongue." In *The Best American Short Stories 1991*, edited by Joyce Carol Oates, pp. 196-202. New York: Ticknor and Fields, 1991. *Amy Tan, born in Oakland, CA to Chinese immigrants, authored several bestselling novels. In this essay, Tan explains her youthful embarrassment of and adult pride in her mother's English.*

Lorde, A. (1982). *Zami: A New Spelling of My Name*. NY: Random House, pp. 21-33. *Zami is an autobiographical account about the author's life growing up as a child of Black West Indian parents in Harlem. In this chapter, she discusses her first encounter upon entering school at five years old. In addition to the prevailing racism of the time, she must also grapple with sight limitations, the mismatch between her home culture and school, and her teachers' oppressive responses to her advanced reading abilities.*

**Discussion:** What is Dewey's progressive education? What makes his ideas appealing and timeless? Why do Tan and Lorde stress the relevance of language and community.

**In class videos:** Past COOPs: <http://ucberkeleyeducation190.blogspot.com/>

**Assignment:** Reflective memo on the readings.

## Day 2 (Jan 29)

Putnam, R. (1995). "Bowling Alone: America's Declining Social Capital". *Journal of Democracy* 6 (1): 65-78. *In this short essay, Putnam discusses the decline of "social capital" in the U.S. since 1950. He points to disengagement in political involvement and argues that growing distrust in government and erosion of the ways people in the U.S. enrich their social lives has increasingly undermined active civic engagement.*

Schutt, R. (2001) "Consensus is Not Unanimity: Making Decisions Cooperatively" pp. 1-2. *The author examines consensus as a process of decision-making, discussing how it differs from democracy (voting) and other ways that groups make decisions.*

Palmer, P. (1987). Community, Conflict, and Ways of Knowing. *Change Magazine* Sept. *Palmer underscores the importance of community in higher education, pointing out that conflict is a necessary part of this. This is not to be confused with competition and purely individualist goals in the educational process.*

**Discussion:** What is a community? How is it created? What do we/should we owe to it?

**Class video** Critical pedagogy: <http://www.freireproject.org/content/critical-pedagogy-tv>

**Assignments due:** Reflective memo on readings. **Biopoem.**

## Week 2: Education for Critical Consciousness

### Day 1 (Feb. 03 )

Freire, P. *Pedagogy of the Oppressed*. (1993). New York: Continuum. Ch.2. pp. 57-74. *Freire critiques the "banking" concept of education for its lack of deep, critical thinking and "dehumanizing" nature that harms teachers and students. Do we unconsciously replicate the unequal power structures of society? Do we have both the oppressor and oppressed inside each of us?*

Freire, P. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage* (2000), Rowman & Littlefield Publishers, Inc, Ch 1. *This book displays the striking creativity and profound insight that characterized Freire's work to the very end of his life-an uplifting and provocative exploration not only for educators, but also for all that learn and live.*

hooks, bell. (1994) *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994, Ch.4, pp. 45-58. *This chapter is a dialogue between hooks and herself (Gloria Watkins) prior to becoming a writer. She discusses the work he has done that she finds particularly powerful, as well as critiquing his "blind spots" due to his patriarchal paradigm.*

**Discussion:** What kind of oppression is Freire talking about? How can we criticize?

**In class videos:** Blikstein discussing using Freirean approaches to learning: <http://www.youtube.com/watch?v=yLhfpDAniqM> and <http://vimeo.com/43785196>

**Assignment due:** Reflective memo on the readings.

## Day 2 (Feb 05)

Noguera, P. (2007). "Bringing Freire to the Hood: The Relevance and Potential of Paulo Freire's Ideas to Inner-City Youth", in *Social Justice Education for Teachers*, ed. Carlos Alberto Torres and Pedro A. Noguera. London, UK: Sense Publishers, pp. 1-11. Also published in Motion Magazine: [http://www.inmotionmagazine.com/er/pn\\_freire.html](http://www.inmotionmagazine.com/er/pn_freire.html).

*Noguera, formerly a professor at UC Berkeley and currently at NYU, is a sociologist who has worked with schools and communities towards change for years. This article discusses ways that a Freirean approach can offer alternative ways of facilitating analysis of one's own life circumstances, leading to empowerment and change.*

Rubin, B. & Silva, E. (2003). *Critical Voices in School Reform*. Routledge. Introduction, pp. 1-8: *This book, which is a collection of studies, looks at school reform from the perspective of the students. How often are the voices of the students heard, and, if heard, would they influence the degree to which a reform initiative fails or succeeds?*

"Why Grades are Oppressive". The Daily Californian. January 24, 1989. This one page article, written by 16 students in the formal schooling system, argues that grading is part of a larger system of control, serves no purpose but to get students to regurgitate the knowledge that authority figures think they should have.

**Discussion:** Are grades really oppressive? What, if anything is a feasible alternative to the grading system in schools? What is Ruben suggesting, how can students be heard?

**Class video:** Duncan-Andrade (7m): <http://www.youtube.com/watch?v=2CwS60ykM8s>

**Assignment due:** Reflective Memo on the readings. **Coop prospectus.**

## Week 3: Perspectives on Learning

### Day 1 (Feb 10)

Dewey, J. (1938). *Experience and Education*. Touchstone: NY. Ch.4

*Dewey argues that the teacher in a traditional classroom, by nature of the social setting, was concerned mainly with "keeping order." In a progressive education classroom social conventions would be enforced by the students who felt a part of the community. To what degree can and should this traditional model in which the teacher enforces rules shift to a progressive education, upheld by participation in common activities?*

Brookfield, S. (2012). *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. San Francisco, CA: Jossey-Bass. Ch.1, pp. 1-15. *The author defines the meaning of critical thinking as a learning process that entails uncovering and checking assumptions, exploring alternative perspectives, and taking informed actions as a result.*

**Discussion:** We will look at your posted questions.

**Assignment:** Questions for class discussion. **Personal account.**

## **Day 2 (Feb 12)**

Duncan-Andrade, J. (2009). "Note to Educators: Hope Required When Growing Roses in Concrete". *Harvard Educational Review*, Volume 79, No. 2. Pp. 1-13.

*In this essay, Jeff Duncan-Andrade explores the concept of hope, which was central to the Obama campaign, as essential for nurturing urban youth. He identifies three forms of "false hope" that are promoted in many urban schools and then leads to his conception of "critical hope" and how it can be generated and sustained in educational practice.*

Kozol, J. (2012). *Fire in the Ashes: Twenty-Five years Among The Poorest Children in America*. Crown Publishers: NY. (Chapters 1, 2 & Epilogue). pp.3-49, 301-319. *Fire in the Ashes, returns to the lives of the children featured in previous books, and traces the trajectory of their journeys from young kids to young adults. Some have survived and are thriving. Others are dead. Fire in the Ashes underscores the moral necessity of educational opportunity for all children, and makes a persuasive case that the future of democracy in the U.S. depends on it.*

**Discussion:** Comparing and contrasting Duncan-Andrade and Kozol - how would they talk to each other exchanging the stories they told us?

**Assignment due:** Reflective memo on week 3.

## **Part II: Analyzing the Multiple Purposes of Education**

The second part of this course shifts from thinking about democracy in learning to exploring the place of education in creating and/or upholding a democratic society, and the challenges that reformers face in that work. It aims to explore the macro-historical and contemporary context for embedded beliefs about what the purposes of education are. As such, we will begin this section by asking ourselves "What is education's particular role within American society?" And, "How are these ideas/ideologies about those purposes beneficial and/or consequential to both individual consumers of education and society at large?". The readings in this section will help us to think more deeply about these questions and their answers by providing a conceptual framework for both analyzing the multiple purposes of education, and examining how they have been operationalized historically and contemporarily.

## **Week 4: History and Structure**

### **Day 2 (Feb 19)**

Labaree, D. (2011). Introduction, Pp. 1-7 & Chapter 1, Pp. 1-32 -- From citizens to consumers. In *Someone has to fail: The zero-sum game of public schooling*. Harvard

University Press: MA. *Labaree's perspective on the organization and structure of our schools is very comprehensive and deep. He points to the contradictions inherent in what Americans want from their schools.*

**Discussion:** What are the competing purposes of education according to Labaree? What examples does he use to demonstrate those competing purposes?

**Assignment Due:** Discuss a current issues article taking Labaree or Oak & Lipton lens.

## **Week 5: The Desegregation and Resegregation of Schools**

### **Day 1 (Feb 24) - Knowledge sharing**

**Group 1 of class will read:** Hochschild, J. & Scovronick, N. (2003). Chapter 1: What Americans want from public schools, Pp. 9-27. In *The American dream and the public schools*. Oxford University Press: NY. *As you read this chapter keep in mind Labaree's discussion of the structure, and purposes of education. In what ways do authors add to that discussion? How does the idea of the "American dream" influence our schooling?*

**Group 2 of class will read:** Hochschild, J. & Scovronick, N. (2003). Chapter 2: School desegregation, Pp. 28-51. In *The American dream and the public schools*. Oxford University Press: NY *This chapter provides an historical overview of the school desegregation movement.*

**Group 3 of class will read:** Oakes, J. & Lipton, M. (2003). Chapter 1: Schooling: Wrestling with history and tradition, Pp. 2-38. In *Teaching to change the world*. McGraw Hill: NY. *This chapter introduces a brief history of American schooling and its reforms, and the many challenges that educators contend with in trying to teach from a position of social justice, or "teaching to change the world."*

Class video: PBS Video (03:28) "Southern School Desegregation" in "Eyes on the Prize: America's Civil Rights Movement 1954-1985. [http://www.pbs.org/wgbh/amex/eyesontheprize/resources/vid/03\\_video\\_schools\\_qt.htm](http://www.pbs.org/wgbh/amex/eyesontheprize/resources/vid/03_video_schools_qt.htm)

**Discussion:** What has gone wrong with the American Dream? Can we revolutionize our educational system?

**Class Video:** <http://www.youtube.com/watch?v=2tUlx5DlxaI>

**Assignment due:** Segregation map reflection memo

### **Day 2 (Feb 26) - Knowledge sharing**

Roda, A. & Stuart Wells, A. (2013). School Choice Policies and Racial Segregation: Where White Parents' Good Intentions, Anxiety, and Privilege Collide. *American Journal of Education*, 119 (2), pp. 261-293. *A growing body of research has shown that when school choice policies are not designed to racially or socioeconomically integrate schools, they generally manage to do the opposite, leading to greater stratification and*

*separation of students by race and ethnicity across schools and programs. You can skim through p. 270-276, and focus on introduction and findings sections.*

**Additionally, Group 1 of class will read:** Kucsera, J. & Flaxman, G. (September, 2012). "The Western States: Profound Diversity but Severe Segregation for Latino Students", Pp. 1-3. Executive Summary. The Civil Rights Project. *This article provides a closer look at the patterns of resegregation in the west, and adding the increased segregation of the Latino population, in addition to segregation by race and class.*

**Group 2 of class will read:** Asimov, N. (2004). "Brown vs. Board of Education: 50 Years Later", Pp. 1-4. *San Francisco Chronicle*. 5/16/04. *A look at segregation closer to home, i.e., segregation in the Bay Area, and the way in which class (or wealth) has created separate and unequal schools in this area.*

**Group 3 of class will read:** Chow, K. (2013). "Research Says: Actually, Where You Go to College Matters", Pp. 1-4. *NPR*. 08/02/13. *This article examines the ways in which segregation plays itself out in our nation's colleges and universities. And the effect that segregation has on the graduation rates of minority/ underrepresented students.*

**Discussion:** How segregated are our schools and neighborhoods? Think about the notion of a ghetto through history - what it used to mean and how modern ghettos differ.  
**Assignments due:** Reflective memo on readings.

## **Week 6: Race and Class in Education**

### **Day 1 (March 03)**

Rothstein, R. (2004). Introduction -- In *Class and schools: Using social, economic, and educational reform to close the Black-White achievement gap*, Pp. 1-8. Economic Policy Institute: DC. *Rothstein examines the ways in which social class differences affect the academic achievement of all children, and argues that many social and economic manifestations of social class, e.g., health, access to resources, etc., affect learning.*

hooks, b. (1994). Chapter 12 -- Confronting class in the classroom, Pp. 177-189. In *Teaching to transgress: Education as the practice of freedom*. Routledge: NY

*In this chapter hooks' calls attention to the reality of class differences in the college educational setting, and the ways that these differences are ignored in order to privilege the dominant group, and reinforce the power structures and hierarchies based on class.*

Noguera, P. (2004). Racial Isolation, Poverty and the Limits of Local Control as a Means for Holding Public Schools Accountable, Pp. 1-5. *Motion Magazine*. 05/05/02 *This paper presents an analysis of the ways in which poverty and racial isolation have contributed to the problems that have plagued the Oakland Unified School District (OUSD).*

**Discussion:** We will look at your posted questions

**Assignment:** Reflective memo on the readings / questions for discussion.

**Day 2 (March 05)** In class film: Race the Power of an Illusion. In class writing time.

You should be writing your 3 page, mid-term paper at this stage, as it is due at the end of the following week. Therefore there are no written assignments for this week.

### **Part III: Policies Designed to Improve Equity: Changes in the past decades and How Has Accountability Benefited Students?**

This section continues to build on the foundations set out in the previous three weeks by delving deeper into the promises and the possibilities offered by theories of change. Having examined the historical and structural roots of challenges in education, we now begin to look at existing and emerging alternatives and solutions designed to improve equity. This ideological and practical change, has to begin with a paradigm shift. We thus examine some critical ideas and theories of change that move us in that direction, as well as the factors that pull us back. The obstacles to implementing change tend to be systemic and pervasive and to remove them we have to understand their dynamics. We explore the construct of race, sexuality, diversity, immigration and language, seeking to show how those constructs might transform from obstacles into potentialities.

#### **Week 7: Paradigm shift?**

##### **Day 1 (March 10)**

Heilig, J.V, Cole, H. and Aguilar, A. I. (2010) "From Dewey to No Child Left Behind: The Evolution and Devolution of Public Arts Education", The University of Texas at Austin, Arts Education Policy Review, 111: 136–145, 2010, Copyright Taylor & Francis Group, LLC, ISSN: 1063-2913, DOI: 10.1080/10632913.2010.490776. pp 136-145. This historical narrative tracks the evolution and devolution of visual arts education from Dewey's progressive era pedagogy and the theory of the arts as experience through the modern accountability movement, showing an increasing focus on core subject areas of reading, writing, and mathematics at the expense of arts education.

We will also look at some classical and contemporary art, consider and discuss the politics of visual images and arts in education.

**Discussion:** Think about this notion of paradigm shift. How can we begin to work on systemic solutions?

**Class video:** "Good Will Hunting" <http://www.youtube.com/watch?v=UrOZllbNarw>

## Day 2 (March 12)

Nussbaum, M. (2008). "Education for Profit, Education for Freedom" Opening Plenary Address, Association of American Colleges and Universities, Washington, D. C., 1. 24. 2008, (18 pages) *The direction of education affects that of the democratic society. This argument pursues the contrast between an education for profit and an education for an inclusive citizenship, contrasting two conceptions of development: economic and human*

**Discussion:** What does it mean to educate for Human Development? What have you learned from your degree major that might apply?

**Class video:** D. Andrade "piedmont bubble"

**Assignment due:** Mid-term assignment due.

## Week 8: Alternative schooling options?

### Day 1. (March 17) TBD

Depending on availability, this day will be reserved for a class visitor.

### Day 2. (March 19)

Gladwell, M. (2008) *Outliers: The Story of Success*, Little, Brown and Company, New York, Chapter IX, "Bargain: All My Friends Now Are From KIPP," pp. 250-269. *Is the secret of success in education? Is education a guarantee of upward mobility? What we make of our educational opportunities will be influenced by where, what and who we come from. In this chapter a KIPP school student ethos, demonstrates the idea.*

Tough, P. "What If the Secret to Success Was Failure?" *The New York Times*, Sept. 14, 2011, 14 pp. [http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-t...\\_r=2&%2359;pagewanted=all&%2360;br=&%2362;amp=&pagewanted=print](http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-t..._r=2&%2359;pagewanted=all&%2360;br=&%2362;amp=&pagewanted=print) *If schools carry some of the responsibility for turning out ethical, productive, upstanding members of the society should we devise a metric for a Character Point Average? CPA, as well as GPA? Tough explores the controversial idea of quantifying moral education.*

**Discussion:** CPA? What's wrong and what's right about this? Character building and ethics education, do they belong in the classroom?

**Videos in class:** "FreedomWriters" <http://www.youtube.com/watch?v=jABCSoaa4>

**Assignment due:** Reflective memo on week 8.

## WEEK 10: Perpetuating Inequality through Constructs: *Race, Ethnicity, Sexuality*

### Day 1 (March 31)

Leonardo, Z. (2007). The war on schools: NCLB, nation creation, and the educational construction of whiteness. *Race Ethnicity & Education*, 10(3), 261-278. The essay

argues the No Child Left Behind Act is an example of color-blindness, a “whiteness as policy.” Its referent of whiteness sidesteps race as a causal explanation for educational disparities, perpetuating the innocence of whiteness as a system of privilege.

**Additionally, read either:** Wise, T. (2008). *This Is Your Nation: On white privilege*  
**Or:** Wise, T. (2006). *White Whine: Reflections on the brain rotting properties of privilege*  
*Wise argues that racial inequality is institutionalized in the US; that whites are born into a position of advantage maintained at the expense of people of color, and that we must fight against that white supremacy because it is destructive to all.*

**Discussion:** Think about the relation of race and privilege, are they inextricably linked?

**Class videos:** Race & language CNN with T. Wise <http://www.youtube.com/watch?v=ucYQMT7s-TE>, "Being a racist" <http://www.youtube.com/watch?v=b0Ti-gkJiXc>

**Assignments:** Reflective memo on readings.

## Day 2. (April 02)

West, C. (1996). Cornel West on Heterosexism and Transformation: An Interview. *Harvard Educational Review*, 66(2), 66-76. *West locates heterosexism in power intersections with White supremacy and patriarchy. In providing a basis for a politics and pedagogy to dismantle compulsory heterosexuality, he highlights the relations of (a) the cultural and the political and (b) the ethical and the erotic.*

Lorde, A. G. (1982) *Zami: A New Spelling of My Name*, Parsephone Press, New York, Chapters 1,2, pp. 9-21 *Lorde started a new genre, biomythography, with this novel about African American, immigrant and lesbian identity. In American society in the 40s, 50s, and 60s, this was a triple-threat. Her race, gender and sexuality were all rejected.*

**Discussion:** Sexuality and discrimination.

**Class videos:** Miss Representation trailer/clip (8 mins) - <http://vimeo.com/28066212>

Music: “All The Things She Said.” <http://www.youtube.com/watch?v=8mGBaXPli8>

**Assignment due:** Reflective memo on readings.

## Week 11: “Multicultural” Education

*Assignment for this week will be to record and transcribe 3 brief conversations. You can do this with you smartphones or laptops. Make 3 recordings that reflect different types of conversations. First can be a group: several people talking. Second a conversation with a **NON** peer: a parent, a teacher, someone you would not use jargon with. Third should be with someone who is bilingual, whether of the same primary language as yourself, or if you are not bilingual with friend who is. Each recording need not be longer than 2/3 minutes. The topic doesn't matter. You can start and end at any point of the conversation. Transcribe your recordings. Mark pauses in speech or elongated words or hesitation or change of tone. Be prepared to discuss your work in class next week.*

## Day 1. (April 07) Knowledge Sharing

Angelou, M. (1978) *And Still I Rise*, (1969) *Harlem Hopscotch*, Random House Publishing, New York, available at Random house online <http://www.poets.org/>. *One of the most influential and beloved African American female poets tackles racial oppression, identity and power of politicized language in two of her biting poems.*

**Students with last names A- K will read this text:** Stambach A., Bal A. (2010), *Multicultural Education in the United States*, A report submitted to International Alliance of Leading Education Institutes (IALEI), 2010. Prof. Stambach A. and Prof. Bal A. School of Education University of Wisconsin-Madison. (pp. 3 -38) *Multicultural education in the US has moved through three phases: from ethnic studies, to intercultural studies, to multiethnic studies in a global era. Federal and state education policies stress the “Americanization” of immigrants yet professional educators tend to emphasize the multicultural aspects of the population.*

**Students with last names L-Y will read this text:** Maxwell-Jolly, J. & Gandara, P. (2006). “Crucial Issues in Preparing Teachers for Diversity” in E. Burr et al., eds. *Crucial Issues in California 2000*, Berkeley: Pace (Chapter 1) pp. 1-54. Many EL students struggle to keep on top of curricular content while also learning the language of instruction. The authors offer recommendations for helping to integrate the EL students through intentional planning, teacher training and inclusive school setting.

**Discussion:** What is multicultural education and how has it changed over time?

**Class videos:** Religious expression <http://www.youtube.com/watch?v=kWta4xB4gQ0>

**Assignment due:** Transcribing assignment and discussion.

## Day 2. (April 09) - Teaching team's topic of choice.

### **Part IV: Can Education be Improved by Increasing Funding, Redistributing it, or Spending it Differently?**

This part begins to bring together everything we have read so far into a coherent whole, while adding to the overall picture some important finishing touches. In circling back to the beginning of the semester when we talked about the issues of identity, classroom democracy and community, we now look at the opposing forces in the same domain by exploring perspectives on violence, discipline and the culture of fear in schools. Looking at the ways to counter these negative forces we tackle the importance of popular culture in the school environment. Finally, we widen our geographical lense to observe a more global and colorful picture of what an educational model could look like through examining initiatives in the U.S. (such as wrap around models) and abroad.

## **Week 12: Educational Funding**

### **Day 1. (April 14) - Knowledge sharing**

Sanchez, A.(2009) "Race to the top of to the bottom?" Nov. Socialist Worker. <http://socialistworker.org/2009/11/02/race-to-the-top-or-bottom>

**Group 1 students will read:** Grubb, N. (2009) .The Money Myth: School Resources, Outcomes, and Equity. New York, New York: Russell Sage Foundation. (Ch.1). *Which resources matter the most for improving education, the financial ones, abstract ones, or others? Would they affect all students in the same way?*

**Group 2 students will read:** Hanushek, E. (2012). "Education Quality and Economic Growth", in *The 4% Solution: Unleashing the Economic American Growth Needs*. Crown Business, NY. *If we invest more in education, will the quality of U.S. schools improve enough to be competitive with other education systems around the world and also improve the U.S. economy?*

**Discussion:** How you would spend resources on schools in your district

**Assignments due:** Reflective memo on the readings

**Day 2 (April 16)** Teaching team's choice of topics and readings.

## **Week 13: Perspectives on Violence, Discipline, and the Culture of Fear in Schools**

### **Day 1 (April 21)**

Noguera, P. (2011). Disrupting the School to Prison Pipeline in Bachena, S. eds. (Ch 1).

Mahiri, J. (2000). "Pop Culture Pedagogy and the End of School" *Journal of Adolescent and Adult Literacy*. 44:4. December/2000

Morrell, E., and Duncan-Andrade, J. (2004). "What They Do Learn in School: Hip-Hop as a Bridge to Canonical Poetry." In *What They Don't Learn in School: Literacy in the Lives of Urban Youth*, Mahiri, J. (ed.) New York: Peter Lang Publisher.

### **Day 2 (April 23)**

International comparative models. No readings assigned, we will do an interactive in class exercise. Should be fun!

**Week 13 (April 28 and April 30): Community Cooperative Project Presentations**  
**Final Paper due on April 30.**

**Week 14 RRR: Optional one day in this week: Course Review and Wrap Up**